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ABSTRACT

One in a series of over 50 similar selected listings relating to the education of gifted or handicapped children, the bibliography contains 66 references selected from Exceptional Child Education Abstracts on research studies of emotionally disturbed children. References include research reports on behavior problems and modification, identification and diagnosis, program evaluation, schizophrenia, and other aspects of emotional disorders. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are included for each entry, and author and subject indexes are provided. (RD)

ED051599

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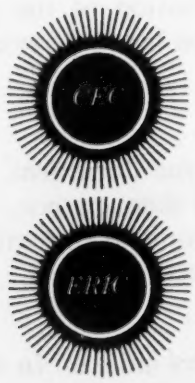

EMOTIONALLY DISTURBED—RESEARCH

A Selective Bibliography

February 1971

EC032436

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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ED212093

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478 - 547	2.00		

ABSTRACTS

ABSTRACT 10062

EC 01 0062 ED N.A.
Publ. Date 64 162p.
Lambert, Nadine; Grossman, Herbert
Problems in Determining the Etiology of Learning and Behavior Handicaps, Report of a Study.
California State Dept. Of Education, Sacramento
EDRS mf,hc

Desiriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defects; clinical diagnosis; educational diagnosis; special programs; case studies (education); achievement gains; program planning; demonstration programs; behavior problems; psychological tests; special classes; group activities; group counseling; medical case histories; pathology; Bender Visual Motor Gestalt Test; Draw a Person Test; DAP; Wechsler Intelligence Scale for Children; WISC

In an attempt to determine whether or not medical factors in the records of emotionally handicapped pupils were of sufficient significance to warrant further identification procedures before providing a specific educational program, a sample of 20 children was studied. The sample included 17 boys and three girls with behavior and learning problems, enrolled in various education programs in grades 1 through 10 in the public schools. All 20 had their case histories taken, were given pediatric and open electroencephalograph examinations, and were evaluated by psychological tests (Wechsler Intelligence Scale for Children, Bender Visual Motor Gestalt, Draw-A-Person). Examinations by one team of physicians did not reveal any clearly defined neurological abnormalities. However, another pair of physicians rated 10 of the 20 medical records as showing evidence of neurological impairment. The two pairs of psychologists likewise differed in their diagnoses. Distinctions of the ratings of the medical and psychological diagnoses were both found to be significantly different (at the .01 level). The educational program conducted for the sample included (1) the special class, with individualized instruction for eight to 12 children, taught by a regular teacher assisted by a mental health specialist and the school guidance and curriculum staff, (2) the learning disabilities group, providing a specialist's instruction in remedial work for two to eight children, (3) the activity group, structured as a club with craft and play sessions, conducted after school for six to eight children, and (4) group counseling for the junior and senior high school students in groups of 10. Reading and achievement scores taken over a 2-year period indicated an average gain for the group as a whole exceeding what would be expected from pupils in regular classes. Conclusions and implications for educational planners were as follow--(1) reliable diagnosis is difficult in all but the most severe cases, (2) with reliable diagnosis, education of these pupils may succeed in classes for children with a variety of behavior and learning problems, (3) a special educational category is not necessary, and (4) programs must be developed in terms of educational needs of children and not on the basis of medical, psychological or sociological diagnoses. Tables include medical and psychological criteria from the two teams of physicians and psychologists. A bibliography cites 24 books, 64 periodicals, and four reports. The appendix presents case studies for each of the 20 children and provides the children's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

ABSTRACT 10261

EC 01 0261 ED N.A.
Publ. Date Oct 67 19p.
Rubin, Eli Z.; Braun, Jean S.
Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction. Interim Report.
Lafayette Clinic, Detroit, Michigan
OEG-32-32-7545-5017
EDRS mf,hc

Descriptors: exceptional child research; perception; emotionally disturbed; behavior; cognitive processes; cognitive tests; cognitive development; perceptual motor coordination; perceptual motor learning; psychomotor skills; basic skills; grade 1; grade 2; grade 3; grade 5; elementary grades; primary grades; testing; maladjustment; environmental influences; emotional problems

The relationship of behavioral and academic disabilities to cognitive motor dysfunction was studied in 373 children selected from grades 1, 2, 3, and 5 by a behavior checklist completed by teachers. A matched control group showed no behavior symptoms. Factor analysis of the checklist items revealed behavior indicators of poor coordination and perceptual awareness as well as antisocial and withdrawn symptoms. This disorientation factor was the first general factor among children in grade 1 and appeared with high loadings in the other grades. To test the hypothesis that maladjustment in early school years could be a secondary result of inability to meet cognitive motor demands, a battery of tests along nine dimensions (such as perception, integration, and motor control) was given to 198 maladjusted and 200 problem-free children. Control children generally obtained less than five error scores, denoting minimal cognitive perceptual motor difficulty. Scores for the experimental group were bimodal, indicating (1) a subgroup, with low dysfunction, showing primary emotional difficulties from adverse environmental influences and (2) a subgroup, with high dysfunction, showing behavior maladjustment secondary to problems in coping with environmental cognitive perceptual motor demands. Subgroups (1) indicated an association between cognitive motor dysfunction and academic difficulties and (2) differed significantly on the total score for behavioral maladjustment and on the sum of four items relating to disoriented behavior. Recommendations are made for identification and planning. Eight tables and figures present data. A bibliography lists 12 items. (DF)

ABSTRACT 10343

EC 01 0343 ED 019 793
Publ. Date Dec 67 29p.
McCaffrey, Isabel; Cumming, John
Behavior Patterns Associated with Persistent Emotional Disturbances of School Children in Regular Classes of Elementary Grades, a Report of a Longitudinal Study of Children in the Second Grade in 1961. Interim Report.
Onondaga Co. State Boards Of Educ., New York
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavior; adjustment (to environment); grade 2; behavior patterns; behavior problems; student evaluation; followup studies; grade 3; grade 4; males; females; question answer interviews; family relationship; academic performance; social adjustment; school services; teachers; student behavior; educational needs; identification

In 1961, 164 second grade teachers were interviewed regarding classroom behavior of their pupils. The teachers described pupils who might be considered emotionally disturbed, described problems presented by these pupils, and suggested the contributing or complicating conditions. Two additional followup surveys obtained similar information from third and fourth grade teachers in 1963 and from fifth and sixth grade teachers in 1965. Of 2,035 boys and 1,838 girls, 308 boys and 147 girls were suspected of being emotionally disturbed in two or all three surveys (by two or three teachers over spans of 2 or 4 years). For the 39 girls and for 87 of the 92 boys, the overall behavior pattern was disturbing and annoying activity, suggesting a single syndrome, which appeared in three problem areas (group association, individual work performance, family relationships). The syndrome was characterized by a mutual alienation of the child and the school environment. Three behavior patterns associated with the syndrome of disturbing and annoying activity differed for boys and girls, probably because of the increased activity and lower academic achievement expected among boys. The children with this syndrome typically

had received the maximum help which the school could offer--extra attention, remedial programs, counseling services, transfer to other classrooms. Some had received professional treatment from other sources. A lack of organized services and resources is noted. Other papers will report data on children who were in grades 4 and 6 in 1961, and in junior and senior high schools in 1965. (MM)

ABSTRACT 10350

EC 01 0350 ED N.A.
Publ. Date 66
White, Mary Alice, Ed.; Charry, June, Ed.
School Disorder, Intelligence, and Social Class.
Westchester Assn. Of Sch. Psychologists, New York
Columbia Univ., New York, New York, Teachers Coll.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; statistical studies; socioeconomic status; intelligence; sex (characteristics); age; academic achievement; referral; identification; agencies; school psychologists; elementary schools; secondary schools; school role; questionnaires; learning difficulties; emotional problems; culturally advantaged; culturally disadvantaged; services; school services; psychological services; incidence

Initiated by an organization of school psychologists and a university class in school psychology, the study had two purposes--(1) to obtain information on the roles of five variables (social class, intelligence, sex, age, and achievement) on school disorder and (2) to understand the school role in classification and referral actions. School disorder was defined as any pupil referred for the first time to the school psychologist within the 1962-63 school year. Cooperating in the study were 46 school psychologists in 19 school systems. From a school population of 95,000 children (kindergarten through grade 12), 2,866 cases were referred to school psychologists, who provided information on the five variables. A socioeconomic status (SES) reason for referral. Several kinds of interviews constituted the major form of service given. Diagnostic impressions formed were based on psychological functioning and cultural and neurological factors. Service recommendations were received in 79 percent of the cases and were sent to school and out-of-school agencies, public and private agencies, and educational and psychological services. Compared to the total school population, the referral sample (1) was representative of SES distributions, (2) had lower IQ s, (3) had a higher ratio of boys to girls, (4) had a lower level of achievement, and (5) had a higher frequency of pupils in elementary grades. Children considered mentally ill came from the advantaged end of the school disorder spectrum, whereas those diagnosed as educationally disturbed came from lower SES, had lower IQ s, achieved less in school, and were less likely to receive special attention for their learning problems. The questionnaire and 24 references are presented. This document was published by the Teachers College Press, Columbia University, New York, New York 10027, and is available for $2.25. (DF)

ABSTRACT 10398

EC 01 0398 ED 019 784
Publ. Date 66
Stott, D. H.
Studies of Troublesome Children.
EDRS not available

Descriptors: exceptional child research; delinquency; behavior; emotionally disturbed; truancy; adolescents; children; delinquents; delinquency causes; delinquency prevention; delinquent identification; tests; delinquent rehabilitation; family environment; social workers; maladjustment; behavior problems; case studies (education); Scotland

Two studies are reported and their implications discussed. In the first study an attempt was made to avert delinquency in children (aged 12 and 13) by identifying the delinquency prone and treating a portion of them by family casework methods. Through use of the Delinquency Prediction Instrument and the Bristol Social Adjustments Guides, 33 children were selected and divided into three groups--(1) those whose families displayed one of 12 definite patterns of adverse child-parent relationships (15 children), (2) those whose families displayed elements of one of the patterns but not at a critical level (13 children), and (3) those whose families were apparently stable (five children). Case studies were made of each of the children. School Welfare Officers followed a plan of situational treatment of the subjects (relief from stressful situations to allow more effective therapy and personnel guidance). General conclusions from the case studies indicated that there was a high incidence of somatic-neural impairment (mostly of congenital origin), which under stressful conditions resulted in behavior disturbance. Cultural deviance, especially family disintegration, was also found to be a stressful condition. Results of treatment indicated that all five cases in group three ceased disruptive behavior, eight of group two's cases were successful (four other children were sent to approved schools and one was put on probation), and seven from group one were successfully treated (three others remained static, and five were removed from the home). Recommendations for treatment of behavioral problems include facilities for diagnosis, tutorial provision, residential schooling and industrial training, and leisure time provision. The second study dealt with 305 truants between 5 and 15 years of age. two controls were selected for each truant, and all were tested with the Bristol Social Adjustment Guides. Results indicated that truants suffer from ill health, temperamental instability, and severe maladjustment. After the two studies are reviewed, the wider implications of these studies, types of maladjustment, the law of multiple congenital impairment, and a general theory of human motivation are discussed. A bibliography lists 82 items. This document was published by the Humanities Press, Inc., 303 Park Avenue South, New York, New York 10805, and is available for $5.50. (RS)

ABSTRACT 10465

EC 01 0465 ED 015 585
Publ. Date 66 16p.
Sinnett, E. Robert
A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance.
Kansas State Univ., Manhattan, Student Counsel. Ctr.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help (informal contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff), both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)

ABSTRACT 10477

EC 01 0477 ED 012 545
Publ. Date May 67 111p.
Spivack, George; Swift, Marshall S.
Patterns of Disturbed Classroom Behavior--The Nature and Measurement of Academically Related Problem Behaviors. Final Report.
Devereux Foundation, Devon, Pennsylvania
OEG-32-48-7680-5023-P-2156
EDRS mf,hc

Descriptors: exceptional child research; behavior; tests; achievement; emotionally disturbed; underachievers; behavior rating scales; children; elementary grades; secondary grades; adolescents; behavior problems; academic achievement; behavior patterns; test construction; Devereux Junior High School Behavior Rating Scale; Devereux Elementary School Behavior Rating Scale

Five studies consider the nature and organization of non-test academic achievement related classroom behaviors from kindergarten through 12th grade, and developed rating scales that a teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and special class students of both sexes. Most of the research effort focused upon the measurement of behaviors from kindergarten through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, ratings made by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, age and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained, and comparisons made between academic achievers and non-achievers, and between normal and special classes. In all, 147 teachers made 1719 ratings on a total of 1546 children. The resulting scales are feasible to use. Both the elementary and high school rating scales are presented in the appendix. A reference list includes six items.(AA)

ABSTRACT 10567

EC 01 0567 ED 022 286
Publ. Date May 67 118p.
Walker, Hill M.; Mattson, Robert H.
Identification and Treatment of Social-Emotional Problems. Interim Report.
Oregon University, Eugene, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; identification; behavior; teaching methods; screening tests; behavior rating scales; behavior patterns; positive reinforcement; learning theories; reinforcement; behavior change; observation; check lists; test reliability; test validity; test construction

Three assessment instruments for disturbed children were developed: a 50-item behavior checklist which functioned as a screening device; a 124-item behavior rating scale which provided frequency measures on indices of the teacher's reaction and response to exhibited behaviors; and a behavioral observation form which recorded task-oriented behavior in 10-second intervals for 10-minute periods. The checklist had a split-half reliability of .98 and discriminated between disturbed and non-disturbed children (p equals .001). The rating scale reflected treatment differences which were known to exist (p equals .01), and had an average inter-rater reliability of .935 for three judges on the behavior of six subjects. Agreement measures between independent observers using the observation form were .90 and above. A treatment model based upon learning theory was developed to modify the behavior of disturbed children in an educational setting. Various response-reinforcement contingencies and reinforcers were used with 11 disturbed boys in grades 4,5, and 6 and produced measureable change by reducing deviant behavior and increasing time spent engaged in task-orientated behavior. It was not possible to determine which treatment variables produced a given amount of behavior change. The checklist, rating scale, and a classification form are appended. (Author/SN)

ABSTRACT 10635

EC 01 0635 ED 024 195
Publ. Date Sep 67 104p.
Miller, Rozelle J.
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Elementary School Children. Final Report.
Maryland State Department Of Education, Baltimore
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-30-0000-1028
BR-5-0396

Descriptors: exceptional child research; emotionally disturbed; behavior; teaching methods; achievement; behavior change; academic achievement; elementary school children; simulated environment; simulation; social studies units; interpersonal competence; problem solving; group relations; reading comprehension; behavior rating scales; student grouping

Sixty-four emotionally handicapped elementary school students with no neurological defect or subnormal intelligence were randomly assigned to four experimental regular classes, two experimental special classes, four contrast (conventional) regular classes, and two contrast special classes. The experimental classes received a modified curriculum utilizing the simulated environments technique through the unit approach in social studies with primary emphasis placed upon interaction in small group situations. The contrast classes received whatever was available in their schools or individual instruction in a highly structured environment. Results indicated significant differences (p less than .01) favoring the experimental groups in interpersonal relationships, personal effectiveness in social situations, and use of problem solving skills. However, there were no differences between regular and special class groups. Improvement was noted in all groups on the behavior scales. The only significant difference in academic achievement was in reading comprehension and favored the special classes (p less than .05). It was concluded that the experimental technique has a positive effect on the ability of these children to relate with others and to apply problem solving skills to learning and personal problems. (Author/RS)

ABSTRACT 10640

EC 01 0640 ED 024 203
Publ. Date Jun 68 241p.
Rubin, Eli Z. And Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Interim Report. Part I, Testing for Cognitive-Perceptual-Motor Dysfunction.
Lafayette Clinic, Detroit, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; perceptual motor coordination; psychomotor skills; nonverbal learning; elementary grades; visual perception; behavior; adjustment problems; eye hand coordination; maladjustment; intelligence; linguistics; performance factors; task performance; screening tests; perceptually handicapped

Using a 41-test battery of cognitive-perceptual-motor tests supplemented by standardized tests of intelligence, visual perception, eye hand coordination, linguistics, and non-verbal integration, a group of 200 maladjusted school age children from grades 1, 2, 3, and 5 was compared with a group of problem-free children similar in size, sex distribution, and other relevant characteristics. The findings supported the hypothesis that a significant percentage of maladjusted school children have serious immaturities in cognitive-perceptual-motor functioning which are associated with their behavior maladjustment and learning disorder. Two clearly distinguishable groups were found within each maladjusted grade group: a low dysfunction group of 60% who functioned well and similar to the problem-free children on cognitive motor tasks; and a high dysfunction group of 40% who were extremely low in their performance. This high dysfunction group was considered highly vulnerable to problem behavior and learning disorder, needing maximum attention at school. A major product of the research, a complete test procedure, which was refined for economical use as a screening instrument in schools, clinics, and day care centers, and which provides information useful in remedial and retraining programs, is included. The final report is also in the ERIC system. (Author)

ABSTRACT 10786

EC 01 0786 ED 025 066
Publ. Date 15 Apr 68 309p.

Thomas, Alexander And Others
Temperament and Behavior Disorders in Children.
EDRS not available
New York University Press, 32 Washington Square, New York, New York 10003 ($8.50).

Descriptors: exceptional child research; personality; adjustment (to environment); emotionally disturbed; counseling; behavior problems; family (sociological unit); personal adjustment; emotional adjustment; child rearing; individual development; parent counseling; individual psychology; individual characteristics; personality development; behavior rating scales; personality studies; parent child relationship

A longitudinal study begun in 1956 on the effect of the child's temperament on his development included 141 children, 136 of whom remained throughout the study. Aged 4 to 10 years in 1966, the 69 boys and 67 girls had a mean IQ of 127 established at 3 and 6 years of age and were from 85 middle or upper middle class families. The Parental Attitude Research Instrument indicated a homogeneity of attitude (permissive, child centered) which, however, was not duplicated in actual child care practice. Temperamental characteristics established on a 3-point scale were activity level, rhythmicity, approach or withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention span and persistence. Regular parental, teacher, and direct observations were conducted, and direct behavioral observation and parent interviews were significantly correlated (p equals .01). Behavioral disturbances developed in 42 of the children (three of them brain damaged), forming a clinical sample whose temperamental characteristics as a group, in contrast to the nonclinical sample, included high or low activity, irregularity, withdrawal responses, nonadaptability, high intensity, persistence, and distractibility. Parent guidance was successful for 28 of the 42 children; of seven in psychotherapy, three did not improve. (SN)

ABSTRACT 10641

EC 01 0641 ED 024 204
Publ. Date Jun 68 159p.
Rubin, Eli Z. And Others
An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Final Report.
Lafayette Clinic, Detroit, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptually handicapped; psychomotor skills; perceptual motor coordination; cognitive development; tests; academic achievement; remedial instruction; training; primary grades; profile evaluation; average students; maladjustment; adjustment problems

To assess the effects of specialized retraining of cognitive, perceptual, and motor (CPM) deficits, a battery of tests was prepared and used with 200 behaviorally maladjusted and 200 problem-free children. The composite score indicated that 40% of the maladjusted group manifested major dysfunction whereas none of the problem-free group demonstrated such deficits. Fifty-eight of the maladjusted subjects (from grades 1, 2, and 3) with high dysfunction and academic retardation were selected and assigned to three groups. Thirty received CPM training based on their profiles; 14 were given remedial work based on a survey of their academic skills and IQ results; 14 served as controls. Measures of academic achievement and behavioral adjustment were devised and a test-retest design was used. The results indicated that CPM training was most applicable to children who had developed few, if any, academic skills, appropriate for children at the first grade or below. Programs combining training and remedial instruction were seen to be required for children of second grade or above. Testing and training materials are appended. The interim report is also in the ERIC system. (Author/JD)

ABSTRACT 10797

EC 01 0797 ED 025 074
Publ. Date Oct 68 277p.
Burton, Lindy
Vulnerable Children; Three Studies of Children in Conflict: Accident Involved Children, Sexually Assaulted Children and Children with Asthma.
EDRS not available
Schocken Books Inc., 67 Park Avenue, New York, New York 10016 ($6.50).

Descriptors: exceptional child research; emotionally disturbed; personality; behavior; environmental influences; personality tests; parent child relationship; traffic accidents; personality studies; personality problems; projective tests; socially deviant behavior; psychological needs; need gratification; self esteem; affection; crime; asthma; disadvantaged youth; family environment; delinquents

Three retrospective studies relate children's socially inappropriate behavior to needs for approval and self assurance. Four girls and 16 boys (a sex difference of p equals .006) involved in road accidents, aged from 5 to 15, who were consecutively admitted to a hospital for arm and leg fractures were matched with controls. The accident children shared a history of environmental stress and frustration, were more assertive and unsettled, and showed constitutional hyperactivity and lowered tolerance for stress. A study of sexual assault reported to the police involved 41 school-age victims, who were found to have significantly (p equals .05 less than .02) greater affection seeking behavior than the controls (four for each subject). It was concluded that this need set the stage for sexual acting out and, if the need were met legitimately, it would be outgrown and the assault would not affect subsequent personality development. A study of 25 consecutive child referrals to a desensitizing clinic and inpatient wards found these asthmatic children to be more unsettled than their matched controls (p equals .005), experienced more deviant maternal attitude (mothers more assertive, p equals .001), and viewed the environment as more threatening (p equals .005). Results thus suggested that the asthma attack was a protest against an overdominant environment. (MM)

ABSTRACT 10854

EC 01 0854 ED 019 783
Publ. Date Jul 67 171p.
Cromwell, Rue L.
The Development of Behavior Dimensions for Emotionally Disturbed Children--A Study of Relevant Indicators for Classroom Techniques, Therapeutic Methods, and Prognosis. Interim Report.
Vanderbilt University, Nashville, Tennessee
EDRS mf,hc
OEG-32-52-0450-5001

Descriptors: exceptional child research; tests; emotionally disturbed; behavior; identification; teachers; behavior rating scales; case studies (education); taxonomy; parents; parent reaction; parent child relationship; children; test reliability; test validity; clinical diagnosis; research projects; test construction; educational methods; testing; evaluation methods; emotional maladjustment; Scale on Procedures in Dealing with Children; Rating Ranking Scale of Child Behavior; Parent Practices Inventory; Child History Code

Four instruments were developed and standardized to measure early experience, current bheavior, treatment approaches, and prognosis of emotionally disturbed children: the Rating/Ranking Scale of Child Behavior (R/R Scale), the Parent Practices Inventory (PPI), the Scale on Procedures in Dealing with Children (PDC), and the Child History Code (CHC). Sixty-three raters completed the 125-item R/R Scale on groups of three to nine emotionally disturbed children (total 109) with whom they had had daily contact for at least 3 weeks. The average correlation ratio of the individual items was .68, and the mean intraclass correlation was .30. However, this index of reliability is more stringent, since the formula corrects for error between judges and the residual error. in analyzing the PPI for reliability, the test, which was coded and refined to assess parent methods and values through three drafts, was given to both parents of one normal and six disturbed children and to the mothers only of two disturbed children. The mean percent of absolute agreement from test to retest was 41%. The approximate percent of agreement was within 2 points for 11-point scales, within 1 point or less for other scales. The mean approximate percent of agree-

ment was 74. The PDC, a measure of treatment vaiables, was developed through six drafts by observing and consulting workers with disturbed children. The intrajudge reliability on the three sections (one with two subsections) ranged from 66 to 85%. The average percent of agreement between teachers and observers ranged from 49 to 68 for each section of the test. To maximize reliability, the PDC will be given by specially trained proctors and the R/R Scale will be administered first. The last instrument, the CHC, was divided into two parts, one to be completed from the files and the other by the parents. Additional statistical analyses will be published. Final data collected on 456 emotionally disturbed children, 36 organically impaired children, and 507 parents will be evaluated in the future. A 12-month post assessment scale is being developed for followup studies. Comparison data will be gathered on normal children. A report on the final behavior classification schemes for use by teachers of emotionally disturbed children will be prepared. Four splinter studies are cited. Nine appendixes include copies of and scoring procedures for the test instruments. (JD)

ABSTRACT 10940

EC 01 0940 ED 026 784
Publ. Date Nov 67 115p.
Study of Emotionally Disturbed Children.
Illinois Commission On Children, Springfield, Interdepartmental Committee On Children And Youth
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; state programs; hospitalized children; program evaluation; community agencies (public); private agencies; agency role; interinstitutional cooperation; interagency coordination; institutional facilities; psychiatric hospitals; psychiatric services; rehabilitation; services; case records; caseworker approach; institutionalized (persons); Illinois

Of the 720 emotionally disturbed children under 18 years of age in state mental institutions, 150 were selected by the Illinois Interdepartmental Committee for intensive study; 35 youths were also selected by the Illinois Youth Commission as being in need of mental treatment. Two schedules were designed for automatic data processing and cases were reviewed by two committee members, two social workers, and two child psychiatrists. The 17.8% who were designated as inappropriately hospitalized more often presented problems in management and training (as from moderate to severe retardation) and none was psychotic. The 8.6% judged hospitalized for an inappropriately long time were characterized by socially unacceptable behavior due to psychotic break. Findings and recommendations considered the institutions' programs, comprehensive treatment plan for each child, release planning and aftercare, the roles of disciplines, case records, and communication between agencies. The lack of community resources, early problem identification and prevention, modification of the child's environment, community programs to handle the acting out child, and guardianship were judged for each child's community; and the institution-community relationship was treated. (SN)

ABSTRACT 11028

EC 01 1028 ED N.A.
Publ. Date Dec 67 14p.
Brown, Edwin R.; Shields, Eloise
Results with Systematic Suspension: A Guidance Technique to Help Children Develop Self Control in Public School Classrooms.
Torrance Unified School District, California
EDRS not available
Journal Of Special Education; V1 N4 P425-38 Dec 1967

Descriptors: exceptional child research; behavior change; discipline policy; self concept; mentally handicapped; learning disabilities; minimally brain injured; neurotic children; parent child relationship; parent reaction

Elementary school pupils whose classroom behavior was unacceptable and lacked consistent limits were placed upon systematic suspension, whereby breaking of limits resulted in having to leave school and go home for the rest of the day. Limits had to be made clear and enforcement automatic. Parents were observers who accepted the child when he was sent home but did not punish, reward, or discuss his behavior. To obtain objective data, questionnaires on changes in conduct and emotional reactions were completed for 23 children who had been on systematic suspension by their parents, by teachers, and by 18 of the 23 children. Teachers rated some children as improved in conduct within a few weeks and all by 10 months, and all recommended the method. All children rated themselves improved; but only two-thirds of the parents rated their child's behavior improved and approved the method either with or without reservations. The technique was judged successful with brain damaged, mentally retarded, and neurotic children. Characteristics of children, teachers, and parents with whom it was successful are noted. (LE)

ABSTRACT 11058

EC 01 1058 ED N.A.
Publ. Date Feb 66 14p.
Balow, Bruce
The Emotionally and Socially Handicapped. Chapter VI, Education of Exceptional Children.
Minnesota University, Minneapolis
EDRS not available
Review Of Educational Research; V36 N1 P120-33 Feb 1966

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; identification; individual characteristics; incidence; delinquency; predictive measurement; social factors; academic achievement; educational programs; teaching methods; teacher education; research needs; administration; special classes; research reviews (publications)

Research papers on the emotionally and socially handicapped published in sources readily available to the professional workers are reviewed. Studies cited on identification and characteristics include incidence, case findings and predictive measures, social and psychological correlates, and school achievement. Works on educational provisions cover organization and administration, teaching methods and classroom operation, and long term effects of school related treatment. Also reviewed are papers on teacher education. Theory and needed research are discussed; a 79-item bibliography is provided. (JD)

ABSTRACT 11583

EC 01 1583 ED N.A.
Publ. Date 49 134p.
Konopka, Gisela
Therapeutic Group Work with Children.
EDRS not available
University Of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($3.75).

Descriptors: exceptional child research; emotionally disturbed; delinquency; personality; counseling; group counseling; social workers; counseling programs; behavior change; changing attitudes; self control; self concept; individual characteristics; group relations; interpersonal relationship; sociometric techniques; social work; group activities; personal adjustment; emotional adjustment

Two projects, one with delinquent boys in an institution and one with emotionally disturbed adolescent girls in a child guidance clinic, were conducted using therapeutic group work methods. From 70 boys aged 11 to 20, 14 boys were chosen to meet voluntarily with a group worker. Games and materials were provided and the boys were encouraged to suggest activities and to talk freely. Narrative accounts were made of the 20 activity meetings. Two groups of five boys each also participated in discussion meetings in which they talked more directly about their problems. In one month the group relied less on formal controls and began to exercise some form of self control. Verbal release of tension and hostility led to insight into the causes of their own behavior. Six girls, aged 12 to 16, met 2 hours a week during the school year and 1 day a week in the summer with a group worker for 1 year. The girls participated in games, went on picnics, visited interesting places in the city, sang, talked, and had parties. Results of the program for three girls indicate that each made progress in interpersonal relationships, in self confidence, in decision making, and in understanding. Findings suggest the value of group therapy. Case histories of both boys and girls are provided. (RP)

ABSTRACT 11589

EC 01 1589 ED N.A.
Publ. Date 66 256p.
Inglis, James
The Scientific Study of Abnormal Behavior; Experimental and Clinical Research.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($8.95).

Descriptors: exceptional child research; emotionally disturbed; behavior; learning characteristics; cognitive processes; behavior change; conditioned response; operant conditioning; discrimination learning; sensory deprivation; memory; reinforcement; thought processes; psychotherapy; clinical diagnosis; neurology; schizophrenia

Applications of the scientific principles of psychology to the field of abnormality are discussed as exemplified by selected studies involving the measurement and the manipulation of disordered behavior. Essential differences between the clinical and experimental approaches to psychopathology and their interdependence are presented; investigation techniques, procedures, and findings are considered. The observation and description of abnormality deal with the study of thought and memory disorders. Experiment and the alteration of abnormality include the effects of neurosurgery, sensory deprivation, reinforcement, reinforcement of verbal behavior, and psychotherapy, and a single case. (LE)

ABSTRACT 11853

EC 01 1853 ED N.A.
Publ. Date 66 92p.
White, Mary Alice, Ed.; Charry, June, Ed.
School Disorder, Intelligence, and Social Class.
Westchester Association Of School Psychologists, New York;
Columbia University, New York, New York, Teachers College
EDRS not available
Teachers College Press, Teachers College, Columbia University, 525 W. 120th Street, New York, New York 10027 ($2.25).

Descriptors: exceptional child research; identification; emotionally disturbed; statistical studies; socioeconomic status; intelligence; sex (characteristics); age; academic achievement; referral; school psychologists; school role; questionnaires; learning difficulties; emotional problems; services; incidence; school services

The school's role in classification of disorders and subsequent referral to a school psychologist was studied and five student variables were considered: social class, intelligence, sex, age, and achievement. The 19 school systems and 46 school psychologists who responded to the questionnaire had 2,866 cases referred out of a school population of 95,000 children. A socioeconomic status (SES) index was derived from the psychologists' description of the head of the household. Services were interviews, diagnoses, and individual recommendations (received in 79% of cases). Compared to the total school population, the referral sample was representative of SES distributions and had lower IQ's, a higher ratio of boys to girls (2:1), a lower level of achievement (3:1 ratio) and a higher frequency of pupils in elementary grades (peak in grades K to 3; aged 6 to 10). Most children considered mentally ill came from the advantaged end of the school disorder spectrum whereas those diagnosed as educationally disturbed came from the lower SES, had lower IQ's, achieved less, and were less likely to receive special attention for their learning problems. The questionnaire is included. (DF)

ABSTRACT 11955

EC 01 1955 ED N.A.
Publ. Date Dec 62 114p.
Review of Educational Research; Mental and Physical Health. Volume XXXII, No. 5.
EDRS not available
American Educational Research Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child research; emotionally disturbed; research reviews (publications); mental health; mental health programs; school programs; community programs; cultural factors; social factors; school personnel; health education; safety education; psychosomatic diseases; physical health; physical fitness; family (sociological unit); teacher characteristics

Mental and physical health research from 1956 through 1962 is reviewed in the following areas: mental health in education by Eli M. Bower; cultural and social factors in mental health, by Carson McGuire; factors influencing individual mental health, by Ted Landsman; and school and community health programs, by Richard L. Cutler and others. Also summarized is research on mental health and school personnel, by Herbert Zimiles; on health education, by Edward B. Johns; on safety education, by Charles Peter Yost; on youth fitness and health, by G. Lawrence Rarick and William Reddan; and on somatic-psychological interaction in physical and mental health, by Franklin C. Shontz. (JD)

ABSTRACT 11993

EC 01 1993 ED 031 025
Publ. Date 26 Jan 68 658p.
Zubin, Joseph, Ed.; Jervis, George A., Ed.
Psychopathology of Mental Development (Proceedings of the Fifty-Sixth Annual Meeting of the American Psychopathological Association, New York City, February, 1966).
EDRS not available
Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($22.00).

Descriptors: exceptional child research; mentally handicapped; behavior patterns; genetics; clinical diagnosis; special classes; heredity; anomalies; biochemistry; environmental influences; inteltectual development; transfer of training; etiology; prevention; institutionalized (persons); incidence; personality; learning disabilities; motivation; reinforcement; emotionally disturbed; perception; prediction; neurology

The proceedings include 33 papers and two addresses on the psychopathology of mental development. The following six subject areas are considered; genetics and neurophysiology, socio-cultural and paranatal factors; epidemiology; behavior characteristics and learning; observational techniques and measurment of intelligence; and diagnosis and rehabilitation. Discussions in each area are provided as are lists of the membership of the past and present officers in the American Psychopathological Association. (JD)

ABSTRACT 11998

EC 01 1998 ED 031 030
Publ. Date Mar 69 83p.
Kotting, Charles P.; Brozovich, Richard W.
A Descriptive Follow-Up Study of a Public School Program for the Emotionally Disturbed. Final Report.
Oakland Schools, Pontiac, Michigan, Division Of Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-085068-3628 032)
BR-8-5068

Descriptors: exceptional child research; emotionally disturbed; followup studies; special classes; adjustment (to Environment); academic achievement; attendance; grade point average; behavior rating scales; student evaluation; dropouts; family relationship; student placement; behavior problems; records (forms)

Background and followup data were obtained for 183 subjects who had been enrolled in the School Adjustment Program (ASP), a public school program for emotionally disturbed children. Average age of the subjects at the time of followup was 16-7; mean age at entrance was 10-10; mean IQ, 96.9; average length of stay in the program, 16.7 academic months. As a group, the subjects were not successful in their school careers after leaving ASP. They received poor ratings by current teachers in both academic and social behavior. Among subjects over 16, 43% were known to have dropped out of school. Other measures of adjustment, such as grade point average, police records, and school suspension or exclusion indicated poor adjustment by former ASP students. Variables measured prior to ASP entrance that were related to the highest number of criteria of successful later adjustment included a rating on stability of the subject's family, age of ASP entrance, and whether the subject's behavior was categorized as acting out or withdrawn. Other variables related to adjustment criteria included IQ, academic retardation, retention prior to ASP, and a

history of mental health treatment. Information is included on the subjects' and the program's characteristics. (Author/JD)

ABSTRACT 12079

EC 01 2079 ED N.A.
Publ. Date 66 146p.
Rutter, Michael
Children of Sick Parents; An Environmental and Psychiatric Study. Institute of Psychiatry, Maudsley Monographs, No. 16.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child research; emotionally disturbed; family (sociological unit); parents; mental illness; one parent family; parent influence; deaf; parent child relationship; family relationships; psychological characteristics; family problems; psychotic children; schizophrenia; Great Britain

To study the relationship between sick parents and their children, the records of the 922 children who attended the children's psychiatric clinic at Maudsley Hospital (London, England) in 1955 and 1959 were examined. As a control, records of children attending dental and pediatric clinics were studied. Data on parental illness were obtained from case notes. A random sample of Maudsley adult patients who were also parents was used as the parent control group. One out of five children attending Maudsley Hospital for psychiatric disorder had a mentally ill parent. The incidence of parental mental illness was 1/3 this great for the control groups. The association with children's psychiatric disorders was greater with parental mental disorder, but was also apparent with chronic physical illness or death of a parent. Also covered in the study are bereavement in childhood, parental deaths, characteristics of children with parents having psychiatric or physical illness, and relationships between the form of illness in the parent and form of disorder in the children. (LE)

ABSTRACT 20217

EC 02 0217 ED N.A.
Publ. Date Feb 67 11p.
Eisenberg, Leon
A Treatment for Disturbed Children. A Follow Up Study.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 25-35, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; drug therapy; psychotherapy; neurotic children; hyperactivity; delinquency; thought processes; identification; learning characteristics

Studies on the treatment of emotionally disturbed children are reviewed. Results reported indicate the following: brief psychotherapy worked marked improvement in the behavior of neurotic children; hyperkinetic children showed little response to psychotherapy but improved when treated with a stimulating agent; and this same stimulating agent also improved the behavior of delinquent boys in a training school. Also summarized is ongoing research on symptom clusters of types of disturbed children and on the thinking process in the developing child. The role of psychiatry is discussed. (JA)

ABSTRACT 20218

EC 02 0218 ED N.A.
Publ. Date Feb 67 28p.
Lidz, Theodore
The Origins of Schizophrenia: A New Explanation.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 63-89, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; family problems; marital instability; case studies (education); sexuality; personality development; parent attitudes; parent child relationship; child rearing; sex differences; identification; testing

The families of 17 schizophrenic patients were studied for periods lasting from 4 months to 10 years. Indications were that the patients were children of marriages troubled by flaws in family structure, that is, the parents failed either to form a coalition, to maintain the boundaries between generations, or to maintain appropriate sex roles. In addition, the parents provided defective transmission of techniques of cultural adaptation, and had themselves had difficult backgrounds. The patients' siblings were found to have serious problems also, to have been brought up under different circumstances, and to be more disturbed if they were of the same sex as the schizophrenic sibling. Of the nine male patients, only one was still hospitalized; of the female patients, two to three still needed to be hospitalized from time to time. The relationships of words and meaning to schizophrenia, of mothers and mental health, and of sociopathic and schizophrenic patterns, are also discussed, as are implications for therapy and the genesis and progress of the research. Problems of selecting families for long term study and the possible solution of testing for disordered style of thinking are described. (JD)

ABSTRACT 20220

EC 02 0220 ED N.A.
Publ. Date Feb 67 18p.
Goldfarb, William
The Causes of Childhood Schizophrenia.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 141-58, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; etiology; minimally brain injured; self concept; body image; clinical diagnosis; testing; perceptually handicapped; intelligence; family relationship; family problems; parent child relationship; residential care; day programs; socialization

A research program involving schizophrenic children aged 6 to 11 years in residential treatment was begun 12 years ago. Of the 129 schizophrenic children studied, two-thirds were catagorized as organic (probable brain damage) and one third as nonorganic (no probable brain damage). Extreme emotional reactions appeared related to three defects found common to all the schizophrenic children in the use of the senses, especially hearing: deficient processing of perceptual information, deficient self awareness (these two defects lead to tense and space confusions), and difficulty in communicating with other people. The families of the organic children were significantly more normal with the child's symptoms probably coming from family-child interactions when he failed to respond normally to his enviroment than were the families of the nonorganic children, whose children's symptoms appeared to be maladaptive reactions to an abnormal environment which in turn was shaped by parental perplexity. In tests of perception, cognition, and psychomotor functions, the organic and nonorganic groups were markedly inferior to a normal group, and in all except the finger discrimination test, the organic group was inferior to the nonorganic one. The prenatal and perinatal histories of schizophrenic children showed half again as many reproduction complications as siblings and public school children, with a significant difference for boys. Under residential treatment both groups improved, but only the nonorganic group reached normal performance in skill subjects. In a 3-year experiment to compare day and residential treatment for two matched groups of 13 children each, the organic children profited equally in both, but the nonorganic children improved only in the residential program. (JA)

ABSTRACT 20222

EC 02 0222 ED N.A.
Publ. Date Feb 67 18p.
DeMyer, Marian K.
New Approaches to the Treatment of Very Young Schizophrenic Children.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 187-204, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; autism; reinforcement; operant conditioning; electroencephalography; minimally brain injured; parent participation; behavior change

Research done with schizophrenic children admitted to residential treatment between the ages of 2 and 5 is reported. Findings are as follow: out of a group of 149 young psychiatric patients, 51% had clearly abnormal electroencephalograms (EEG's) 15% had experienced at least one epileptic-like seizure; and conditioning principles similar to those used in training animals improved the behavior of severely schizophrenic children and broadened the range of their activities. Also summarized are the semester treatment program in which the child spends 5 months at the center and then 7 at home; experiments in conditioning and in learning by imitation; and the relationship of abnormal study of EEG's to abnormal behavior, the identification of abnormal EEG's, and the differences between families with and without abnormal EEG's. Further projects are also reviewed. (JA)

ABSTRACT 20277

EC 02 0277 ED N.A.
Publ. Date 67 27p.
Wilderson, Frank B., Jr.
An Exploratory Study of Reading Skill Deficiencies and Psychiatric Symptoms in Emotionally Disturbed Children.
EDRS not available
Reading Research Quarterly; V11 N3 P47-73 Spr 1967

Descriptors: exceptional child research; emotionally disturbed; reading difficulty; psychological characteristics; reading skills; learning characteristics

The relationship of specific reading disabilities to emotional disorders was studied in 50 children (ages 9 to 14) who had been referred to a children's psychiatric hospital for evaluation and treatment. All were 2 years retarded in oral and silent reading scores as compared to their mental ages; all received psychological testing, psychiatric evaluation, and diagnostic reading testing, and had a developmental history worked up. Factor analysis indicated four psychiatric factors (schizoid withdrawal, character disorder, borderline psychosis, and somatic complaints) and seven reading deficiency factors (word recognition, perceptual efficiency, intellectual maturity, visual efficiency, auditory inflectional awareness, memory and hyperactive style). Correlations at, beyond, or approaching significance were found between schizoid withdrawal and memory, character disorder and intellectual maturity, character disorder and hyperactive style, borderline psychosis and visual efficiency, and somatic complaints and visual efficiency. (LE)

ABSTRACT 20286

EC 02 0286 ED N.A.
Publ. Date May 69 9p.
Weinstein, Laura
Project Re-Ed Schools for Emotionally Disturbed Children: Effectiveness as Viewed by Referring Agencies, Parents, and Teachers.
EDRS not available
Exceptional Children; V35 N9 P703-11 May 1969

Descriptors: exceptional child research; emotionally disturbed; educational therapy; residential schools; behavior change; program evaluation; parent attitudes; student adjustment; academic achievement; behavior rating scales; teacher attitudes; Project Re-Ed

The home and school adjustment of children who entered two Re-Ed schools for emotionally disturbed children were studied before and after the Re-Ed intervention. The schools offered a short term residential program for school age, preadolescent children, who were too disturbed or disturbing to be maintained at home or in a regular school, but who did not require hospitalization. Three scales were developed to measure dimensions of particular interest: the Symptom Checklist of problem behaviors; the Social Maturity Scale adapted from the Vineland; and the Semantic Differential of the child as described and as desired by the parent. According to their parents, after Re-Ed the children displayed fewer symptoms, were more socially competent, were more relaxed, and were less aggressive and more dominant than they had been. Their teachers saw them as being less disruptive in class, working harder, being more able to face new or difficult situations, and having better relationships with their classmates. Improvement in academic adequacy was significant for children from one of the two schools; they showed a substantial increase in rate of acquisition of academic skills after Re-Ed, but they were not up to age or grade norms. (Author/LE)

ABSTRACT 20382

EC 02 0382 ED N.A.
Publ. Date Feb 65 43p.
DeFries, Zira And Others
Disturbed Children in Foster Home Care: A Realistic Appraisal.
Westchester Children's Association, White Plains, New York
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
Westchester Children's Association, 7 Lake Street, White Plains, New York 10603.

Descriptors: exceptional child research; foster children; studies (education); foster family; emotionally disturbed; behavior problems; parent attitudes; counseling; counselor attitudes; family problems; adjustment (to environment); counseling effectiveness; disadvantaged youth; program evaluation

To evaluate the efficacy of intensive therapy and casework services given to 27 children presenting moderate to severe behavior difficulties, the children were compared to a control group also placed in foster families. The children ranged in age from 6 to 15 years, had been placed at any time from birth to 14 years of age, and had been in anywhere from one to eight placements in their life. Their IQ scores ranged from 70 to 110. Over the three years of operations, the project staff worked in four main areas: directly with the children, with foster parents, with natural parents, and with community agencies and institutions, especially schools. Ratings by judges based on content analysis of psychiatric interviews at the beginning and termination of therapy were the following: 13 experimental and eight control improved, five experimental and nine control did not change, and eight experimental and nine control worsened. Conclusions were that an all out therapeutic effort did not produce significant results. The following recommendations were given: institutional care should take precedence over foster homes, institutions should be upgraded and there is a need to develop more effective ways of removing children from negligent parents. (LL)

ABSTRACT 20724

EC 02 0724 ED N.A.
Publ. Date 69 24p.
Pollack, Max
Suspected Early Minimal Brain Damage and Severe Psychopathology in Adolescence.
EDRS not available
Adolescence; V4 N15 P361-84 Fall 1969

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; sex differences; medical case histories; socioeconomic status; educational background; test results; institutionalized (persons); psychiatry; adolescents; schizophrenia

The study is a detailing of the history and psychological, behavioral, and EEG examinations of 12 patients (ages 15 to 25 years) hospitalized for severe psychiatric disturbances. Areas covered are sex, socioeconomic status, education, age at first hospitalization, previous diagnoses, current neurological and psychological test findings, medical history, and posthospital adjustment. The patients are conceptualized as defective, with cerebral dysfuction, deviant tem-

perament, and cognitive development whose symptoms became exacerbated with the stresses of impending adulthood. Discussion of early minimal brain damage and adolescent psychiatric syndromes and a case study of one of the subjects are included. Tables indicate findings. (JM)

ABSTRACT 20838

EC 02 0838 ED 032 706
Publ. Date Oct 68 76p.
Graubard, Paul S.
An Investigation of Reading Correlates of Emotionally Disturbed and Socially Maladjusted Children: The Relevance of a Classification Scheme to Educational Characteristics.
Yeshiva University, New York, New York
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-1-6-062542-1589
BR-6-2542

Descriptors: exceptional child research; emotionally disturbed; behavior; reading; intelligence; behavior patterns; reading achievement; psycholinguistics; behavior rating scales; student evaluation; testing; teacher attitudes; intelligence factors

To ascertain whether subjects with similar behavior profiles also showed similar psychoeducational problems, 108 emotionally disturbed boys (aged 9 to 14 years) were studied. Teachers rated the behavior of children in their classes using the Quay Behavior Problem Checklist; subjects were also given achievement and intelligence tests. Seven subgroups were found as were some educationally relevant variables associated with behavior clusters. Groups differed to some extent with respect to IQ and associated factors; no differences were found in terms of psychometric characteristics. Indications were that grossly different curricula would not be necessary, and that the overlap between behavioral characteristics and learning characteristics was not great. When compared with normals the disturbed groups showed distinctive differences; no group, however, was retarded in reading relative to mental age, but the majority of teachers perceived subjects to be achieving far below what psychometric instruments showed. (RJ)

ABSTRACT 20898

EC 02 0898 ED 020 595
Publ. Date Dec 66 188p.
Allerhand, Melvin E. And Others
Adaptation and Adaptability, The Bellefaire Followup Study.
EDRS not available
Child Welfare League Of America, Inc., 44 East 23rd Street, New York, New York ($5.00).

Descriptors: exceptional child research; emotionally disturbed; adjustment (to environment); behavior; adolescents; institutionalized (persons); residential centers; residential care; adjustment problems; followup studies; caseworker approach; behavior patterns; psychological patterns; role playing; environmental influences; social adjustment; personal adjustment; emotional adjustment; rating scales; behavior rating scales; psychological services; program evaluation; Bellefaire; Cleveland; Ohio

A research team studied influences, adaptation, and adaptability in 50 poorly adapting boys at Bellefaire, a regional child care center for emotionally disturbed children. The team attempted to gauge the success of the residential treatment center in terms of the psychological patterns and role performances of the boys during individual casework treatment and after 1 to 2 years of postinstitutional life. The boys (IQ's 67-137) ranged in age from 5-11 to 16-6 years at admission to the center and stayed an average of 3 1/2 years (range equals 1/2 to 6 1/2 years). Data collected included factual information, measures of adaptability or potentiality for adjustment, casework variables such as treatment aims and the child's response, various staff evaluations, situational variables of stress or support at followup, and information on the child's actual behavior with peers, adults, and tasks. The research team found relatively high success in the institution and in the followup. However, positive adaptation to the institution did not forecast adequacy in the post-institutional environment. The supportive or stressful nature of situational factors (particularly after discharge) and the implementation of aftercare plans suggested by the center staff were found to be important. Increased exposure of children to the community while they were at the institution was also demonstrated to be necessary. Data are presented for subgroups of older (13 years and over) and younger (under 13 years) boys. Appendixes include components of indexes and scales, intrapsychic balance scales, role fulfillment scales, situational variables at followup, instructions for the rater, and rating role fulfillment scales which were used in the study. Thirty-two tables are included. (TE)

ABSTRACT 20699

EC 02 0899 ED 020 596
Publ. Date Aug 60 161p.
Bower, Eli And Others
High School Students Who Later Became Schizophrenic.
California State Department Of Education, Sacramento
EDRS mf,hc
CSDE-BULL-29-8

Descriptors: exceptional child research; emotionally disturbed; behavior; adjustment (to environment); identification; individual characteristics; schizophrenia; young adults; social adjustment; emotional adjustment; prediction; psychiatric hospitals; mental illness; behavior patterns; psychologists; student records; student evaluation; behavior rating scales; case studies (education); academic records; personality

The study identified a group of 44 institutionalized male schizophrenic patients aged 19 to 26 and surveyed descriptions of their high school behavior for predictive symptoms. Interviews using an 18-item behavior rating form were conducted with the patients' former high school teachers. Control subjects were also rated. Additional data were obtained from high school records. Three clinical psychologists used the data to evaluate the emotional adjustment of subjects and to rank the subjects by likelihood of later neuropsychiatric hospitalization. The preschizophrenic and control groups did not differ significantly when in high school on conformity to rules, maintenance of personal appearance, overt expressions of hostility, or tendency to complain. The preschizophrenic group differed from the control group on selected items in their school records--fewer graduated (.01 level), more enrolled in the general course of study rather than the college preparatory (.01), more had foreign languages as best subjects, physical education and mathematics as poorest (.001), failed English, social studies, and mathematics (.02), had an overall declining grade pattern (.02), had a grade point average one point lower (.001), had poorer attendance (.02), showed less interest in sports and dramatics (.05), and had lower IQ scores (.05). The judges were correct in their overall predictions of later hospitalization or satisfactory adjustment in three out of every four choices. The classifications by the judges of the emotional problems of both groups at the time they were in high school differed significantly (acting out .05, withdrawal .001, no marked problem .001). The ratings by the judges of the mental health of the two groups also differed significantly (.001 level). An historical perspective, a review of previous research findings and problems, and a discussion of characteristics, causes, and incidence of schizophrenia are provided. Appendixes include the interview rating scale, eight tables, and one-page summaries of interview data for the 88 subjects. A reference list cites 34 items. (TE)

ABSTRACT 20930

EC 02 0930 ED 032 661
Publ. Date 67 239p.
Hill, John P., Ed.
Minnesota Symposia on Child Psychology. Volume 1.
Minnesota University, Minneapolis, Institute Of Child Development
EDRS not available
The University Of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55414 ($5.00).

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior change; schizophrenia; autism; negative reinforcement; behavior problems; withdrawal tendencies (psychology); operant conditioning; social reinforcement; language development; imitation; stimulus generalization

Ten Schizophrenic and Austistic Children who exhibited self destructive, tantrum, echolalic, and self stimulatory behaviors were treated by reinforcement therapy. Reinforcement withdrawal, in

the form of interpersonal isolation contingent upon self-destruction, and electrical shocks served to extinguish these behaviors in some children. Reinforcement withdrawal contingent upon echolalic behavior, and reinforcement delivery, contingent upon appropriate speech, were found to decrease echolalic speech. Observations led to the conclusion that as an appropriate behavior was strengthened by reinforcement, self-stimulatory behavior decreased in strength. Children learned to seek contact with adults through shock avoidance training. Establishment of speech in previously mute children was accomplished through verbal imitation training; imitation was also used to facilitate the acquisition of complex social and preschool behaviors. Because of the problem of generalization to life outside the hospital, parents were taught to employ the training procedures in the child's day-to-day environment. (LE)

ABSTRACT 20942

EC 02 0942 ED 032 667
Publ. Date 68 189p.
Vetter, Harold J.
Language Behavior in Schizophrenia; Selected Readings in Research and Theory.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child research; emotionally disturbed; language patterns; schizophrenia; identification; thought processes; reliability; symbolic language vocabulary; language usage; minimally brain injured; testing; figurative language; research reviews (publications); stimulus generalization; paired associate learning; reinforcement; association (psychological); connected discourse; multilingualism

Fourteen papers discuss language behavior in schizophrenia. Provided are an introduction to the phenomena, by H.J. Vetter, and considerations of the following: problems posed by schizophrenic language, by M. Lorenz; the validity of clinical judgements of schizophrenic pathology based on verbal responses to intelligence test items, by N.F. Jones; and symbolic distortion in the vocabulary definitions of schizophrenics, by J. Richman. L.J. Chapman describes confusion of figurative and literal usages of words by schizophrenics and brain damaged patients; T.S. Eliseo discusses figurative and literal misinterpretations of words by process and reactive schizophrenics; and S.A. Mednick considers a learning theory approach to research in schizophrenia. Further papers are on associative inference in the verbal learning performance of schizophrenics and normals, by J.T. Spence and C.V. Lair; language theory and opposite speech, A.W. Staats; the use of contextual associates in the analysis of free speech, by J. Laffal; experimental manipulation of continuous speech in schizophrenic patients by K. Salzinger and others; a systematic examination of gibberish in a multilingual schizophrenic patient, by J.P.S. Robertson and S.J. Shamsie; the language of the voices, by F. Schaechter; and poiesis and the language of schizophrenia, by D.V. Forrest. (JD)

ABSTRACT 21022

EC 02 1022 ED N.A.
Publ. Date 55 544p.
Caplan, Gerald, Ed.
Emotional Problems of Early Childhood.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child services; exceptional child research; emotionally disturbed; preschool children; psychotherapy; personality; prevention; parent counseling; research methodology; family relationship; child psychology; psychotic children; clinical diagnosis; hospitalized children; schizophrenia; emotional problems; mental illness; social work; early childhood; case studies; parent child relationship

Clinical cases, discussions, and research reports are compiled in the areas of preventive aspects of child psychiatry, the relation of physical and emotional factors and problems of hospitalization, and problems of psychosis in early childhood. A commentary on additional observations of early childhood psychosis, and an appendix containing the organization and procedure of the International Institute of Child Psychiatry is included. (RD)

ABSTRACT 21033

EC 02 1033 ED N.A.
Publ. Date Mar 65 40p.
Borgatta, Edgar F.; Fanshel, David
Behavioral Characteristics of Children Known to Psychiatric Outpatient Clinics.
Child Welfare League Of America, Inc., New York, New York
EDRS not available
Child Welfare League Of America, Inc., 44 East 23rd Street, New York, New York 10010 ($1.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; adjustment (to environment); clinics; behavior rating scales; behavior patterns; behavior problems; personality assessment; adopted children; sex (characteristics); racial characteristics; age differences; socioeconomic influences; psychological patterns

Thirty outpatient psychiatric clinics, each with a minimum of a halftime social worker and a halftime psychiatrist or psychologist, supplied ratings for 607 children (272 males aged 7 to 12, 150 13 to 17; 86 females aged 7 to 12, 99 13 to 17). The 70 rating concepts were grouped into 12 factors. Among the children coming to clinics the following tendencies were noted: whites were rated higher on unsocialized behavior, tension-anxiety, overcleanliness, sex precociousness, and sex inhibition; nonwhites were higher on learning difficulty involving manifest ability and likeability. Higher socioeconomic status was related to tension-anxiety, lack of affection, overcleanliness, and sex inhibition; lower socioeconomic status was related to learning difficulty involving manifest ability. Females were higher on defiance, tension-anxiety, infantilism, overcleanliness, sex precociousness and sex inhibition. Being younger was related to infantilism and learning difficulty involving manifest ability; being older was related to lack of affection, overcleanliness, sex precociousness, sex inhibition, learning difficulty involving motivation, and responsibility. Adopted children had higher scores on defiance and lower scores on overcleanliness, sex inhibition and responsibility. A copy of the rating form is included. (LE)

ABSTRACT 21192

EC 02 1192 ED 026 683
Publ. Date Dec 68 72p.
Patterson, Gerald R. And Others
Direct Intervention in Families of Deviant Children.
Oregon Research Institute, Eugene; Oregon University, Eugene
EDRS mf,hc

Descriptors: exceptional child research; behavior change; behavior development; behavior problems; change agents; intervention; psychoeducational processes; reinforcement; social environment; social influences; socially deviant behavior; teaching methods; emotionally disturbed

It is assumed here that the most effective way of reducing the rate of deviant child behavior is to alter the reinforcing contingencies supplied by the social agent who live with the child. The immediate focus for the intervention program is upon the social environment in which the child lives, because it is the parents, siblings, peers, and teachers who provide the reinforcers which maintain these behaviors. Data are presented in this report from observations made for six children demonstrating the effect of direct intervention in the home and in the school. The sample consisted of boys aged 4 to 12 with multiple problems of the kind typically referred for outpatient treatment. Observations made during baseline, intervention, and follow-up underline the feasibility of training parents, siblings, peers, and teachers to alter the behavior of the identified deviant child. (BP)

ABSTRACT 21195

EC 02 1195 ED 026 670
Publ. Date (68) 44p.
Back, Audrey
Pupil Discovery Training. The Application of Filial Therapy to the Teacher Student Relationship.
Sayreville Public Schools, New Jersey
EDRS mf,hc

Descriptors: exceptional child research; counseling services; counseling theories; elementary school counseling; emotionally disturbed; inservice education; parent participation; play therapy; teacher participation; therapeutic environment

Filial therapy is the process of training parents in the ideas and techniques of play therapy, so that they can continue therapy at home. Extending the same idea to the school would reach less severely disturbed children who might not otherwise receive therapy, and would expand the therapeutic community to reach many more children. Teachers, as therapists, would work preventatively, feel better equipped to discuss problems with parents, and probably benefit in overall classroom technique from the training. The 11 teachers from the Jesse Selover Elementary School in Sayreville, New Jersey, were trained in filial therapy techniques and worked with withdrawn pupils from their own classes, grades kindergarten through 5. Each teacher met with the experimental pupils 45 minutes once a week for 17 weeks, and met once a week in group discussion. Significant differences were found between experimental and control groups, the experimental reaching regular classroom average in social behavior. (BP)

ABSTRACT 21205

EC 02 1205 ED 026 694
Publ. Date (68) 69p.
Walker, Hill M. And Others
Special Class Placement as a Treatment Alternative for Deviant Behavior in Children. Section One. Interim Report.
Oregon University, Eugene
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-6-061308-0571
BR-6-1308

Descriptors: exceptional child research; emotionally disturbed; anti social behavior; behavior change; behavior development; behavior problems; change agents; classroom environment; elementary school students; habit formation; milieu therapy; motivation; reinforcement; socially deviant behavior; social reinforcement

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special educational settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper described the development and evaluation of a treatment model designed for one class of deviant behavior: hyperactive, disruptive, acting out behavior in the classroom. Some 12 males, in grades 4, 5, and 6, average or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, token reinforcement, social reinforcement, and aversive controls, social reinforcement exercised the greatest control. (BP)

ABSTRACT 21286

EC 02 1286 ED 027 569
Publ. Date Sep 68 115p.
Sundel, Martin
Modification of Two Operants (Verbal and Non-Verbal) of Near-Mute Schizophrenics Using Reinforcement and Modeling Procedures.
Michigan University, Ann Arbor, Center For Research On Language And Language Behavior
Office Of Education(DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-3-6-061784-0508
BR-6-1784

Descriptors: exceptional child research; operant conditioning; speech; speech therapy; verbal ability; schizophrenia; verbal operant conditioning

Major variables related to reinstatement of speech in hospitalized mute and near-mute schizophrenics were isolated and investigated. The study consisted of four parts: verbal conditioning of mute and near-mute chronic schizophrenics using four experimental groups and two control groups, four extra-laboratory measures for testing generalization from the experimental setting to the ward, continuation of verbal conditioning with the same, different, or additional experimental procedures systematically applied to subjects in various probing strategies, and conditioning a lever-pull response. Although the first ten verbal conditioning sessions indicated no significant group differences, useful information regarding the effects of the different procedures upon producing verbal behavior in individual subjects was obtained. The four extra-laboratory measures did not indicate generalization of the subjects' verbal behavior from the laboratory situation to the ward. The lever-pull experiment showed that the same stimulus which had not been a reinforcer in the verbal conditioning experiment served as a reinforcer for the lever-pull response. Increases in the verbal outputs of eight subjects indicated that some combinations of experimental treatments might be considered by therapists engaged in reinstating or developing verbal behavior. (PS)

ABSTRACT 21287

EC 02 1287 ED 027 573
Publ. Date Sep 68 58p.
Shorkey, Clayton Thomas
A Study of Variables Related to Conditionability of Verbal Behavior in Schizophrenics.
Michigan University, Ann Arbor, Center For Research On Language And Language Behavior
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-3-6-061784-0508
BR-6-1784

Descriptors: exceptional child research; conditioned response; operant conditioning; psychological characteristics; reinforcement; personality tests; schizophrenia; verbal operant conditioning; social reinforcement; social isolation; sex differences; Maudsley Personality Inventory; Taylor Personality Scale of Manifest Anxiety

Some 80, white, schizophrenic patients were administered the Taylor Personality Scale of Manifest Anxiety (MAS), the Maudsley Personaltiy Inventory (MPI) and were tested on an operant conditioning task. The following hypotheses were tested: effectiveness of social reinforcement (verbal approval) on a verbal conditioning task would be enhanced by subjecting patients to a short period of social isolation prior to the task, social reinforcement presented by an experimenter of the opposite sex would be maximally effective, no significant relationship exists between the personality variable of anxiety (MAS) and subjects' change scores on a verbal operant conditioning task, and no significant relationship exists between the personality variable of the intraversion (MPI) and subjects' change scores. In addition to the variables, age, sex, education diagnosis, length of institutionalization, and level of neuroticism were studied in relation to conditionability of schizophrenics. Social isolation, and testing by an experimenter of the opposite sex favorably affected conditioning. No significant relation was found between change scores on the conditioning tasks and patients' scores on the MAS, on the Introversion-Extroversion scale of the MPI, sex, length of institutionalization, education or N (neuroticism) scores of the MPI. (PS)

ABSTRACT 21330

EC 02 1330 ED 030 171
Publ. Date Aug 68 115p.
Winger, Leland J.
The Application of a Special Counseling Technique to Maladjusted Under-Achievers; A Pilot Project. Final Report.
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-068902-2954
BR-6-8902

Descriptors: exceptional child research; academic achievement; counseling programs; dropout rehabilitation; dropouts; maladjustment; measurement instruments; self concept; underachievers

This research tests, in a school situation, the ability of the Otto Self-Concept Improvement Counseling Technique (OSCICT), when applied to maladjusted underachievers, to improve their self concept and scholastic ability. In an attempt to measure the effectiveness of the OSCICT on employability of participants, a followup was made 6 months after the students left the program. The three groups used in this study were drawn from enrollees of two Manpower Development and Training Act Special

Youth Projects in Utah, in 1966-68. It was hypothesized that members of the Experimental Group would have lower ending scores on both the California F Scale and the Mooney Problem Checklists, and higher ending scores on the Winger Behavior Inventory, Iowa Tests of Educational Development, and the Lorge-Thorndike. It was further hypothesized that the effects of the OSCICT would carry over to the world of work. Most hypotheses were substantiated. Followup results were inconclusive for lack of sufficient returns for statistical analysis. The author recommends the OSCICT as an effective method for improving a maladjusted underachiever in the areas of personality deficiencies. Tables of test findings are appended. (Author/CJ)

ABSTRACT 21431

EC 02 1431 ED N.A.
Publ. Date Sep 67 22p.
Sinnett, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report Number 1.
Kansas State University Student Health Service, Manhattan, Rehabilitation Living Unit
EDRS not available
Kansas State University, Student Health Center, Manhattan, Kansas 66502.

Descriptors: exceptional child research; emotionally disturbed; group living; counseling services; student volunteers; college students; peer relationship; group counseling; counselor characteristics; counselor role; program evaluation; group relations; dormitories; emotional problems; emotional adjustment; counseling effectiveness

To assist emotionally disturbed college students, a living unit established in a dormitory housed clients and student volunteers. Clients were referred by counselors; volunteers were selected as indigenous nonprofessionals. Clients received counseling or psychotherapeutic services from professionals as well as informal assistance from volunteers; professional consultation was also available for volunteers; and weekly meetings of all project members were held. Student helpers were not distinguished by dress, status, or title, and there were no socioeconomic differences between groups. Of the approximate annual caseload of the Counseling Center, about 50 students were nominated each year (from 1963 to 1966) for the living unit; diagnoses of disturbances were 45.4% schizophrenia, 21.4% schizoid personality, 14.3% for both psychoneurosis and personality trait disturbance, and 4.7% adjustment reaction of adolescence. For the first semester of the project, informal contacts with others were more highly valued by clients than counseling appointments; in subsequent semesters counseling ranked first in helpfulness with peer contact second. Only 4 of 28 students were known dropouts although a control testing group also showed a low attrition rate. (RJ)

ABSTRACT 21495

EC 02 1495 ED 034 373
Publ. Date Aug 69 71p.
Ashcraft, Carolyn W.
School Achievement of the Emotionally Handicapped Child Following Clinic Treatment.
George Peabody College For Teachers, Nashville, Tennessee
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-52-0120-5026

Descriptors: exceptional child research; emotionally disturbed; academic achievement; self concept; self evaluation; testing; program evaluation; parent conseling; psychotherapy; counseling effectiveness; parent attitudes; maladjustment; rating scales

A series of three studies of emotionally disturbed children had, as objectives, to discover the effectiveness of clinical treatment on academic achievement and self concept and to determine if children of parents who also received counseling show more improvement than those whose parents did not. The control (C) group consisted of children who did not receive treatment, although it was recommended; the experimental (E) group consisted of those treated. The results indicated that over a 5-year period there was no significant difference in academic achievement with neither group catching up to normal peers. The E group did better immediately after treatment and then tapered off, indicating that treatment might be more helpful if continued. A second finding was that the earlier the treatment, the more improvement shown. The second study indicated that the C group had a higher sense of physical self concept and identity. It was suggested that the E group became introspective and honest with themselves during treatment, but its cessation left them without the means to utilize these characteristics for personal strength. The parental consistency study was inconclusive. Graphs and tables of results are included. (JM)

ABSTRACT 21498

EC 02 1498 ED N.A.
Publ. Date 67 58p.
Bayes, Kenneth
The Therapeutic Effect of Environment on Emotionally Disturbed and Mentally Subnormal Children; A Kaufmann International Design Award Study, 1964-66.
EDRS not available
Kenneth Bayes, 37 Duke Street, London W1, England.

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; environmental influences; architectural programing; therapeutic environment; space utilization; visual perception; behavior; building design; corridors; furniture arrangement; color planning; research needs; tactual perception; flexible facilities; research reviews (publications)

Environmental influences on emotionally disturbed and mentally handicapped children and the relationship between environment and therapy are investigated. The nature of space and of perception, animal and human behavior, and architectural psychology are described; also described are subjects relating to planning and form: planning for social relationships, transition between areas, avoidance of ambiguity, architectural character and scale, consideration of the size of groups, corridors and circulation, room size and shape, flexibility, child participation, pattern and visual stimuli, furniture, and staff needs. Topics relating to color examined are color perception, the psychophysiological effect of color, color preferences, color schemes, and color and form. Sound, texture, temperature, time, smell, and symbolic significance are other sensory perceptions discusssed; research methods and problems and research needs are suggested. A list of persons and institutions visited or consulted about environmental therapy is provided. (RP)

ABSTRACT 21512

EC 02 1512 ED 027 550
Publ. Date (67) 16p.
Lurie, Abraham; Harold, Ron
Multiple Group Counseling with Discharged Schizophrenic Adolescents and Their Parents.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; adolescents; communication skills; creative activities; discussion groups; family counseling; group activities; group counseling; group dynamics; role playing; schizophrenia; parent child relationship

Discharged adolescent schizophrenics (17) and their families participated in a pilot program of multiple group counseling, planned to help ex-patients reintegrate into the community. Patients were selected prior to discharge and randomly divided into three multiple-family groups. Each participating family had had a severe breakdown in the parent child relationship in the areas of communication, mutual expectations, and interpersonal relationships. Three introductory sessions allowed for observation of family cooperation and interaction. Weekly meetings were held for one year after discharge at a community center. Specific counseling goals were to: improve parent-child communication, change unrealistic parental expectations of the child, lessen shame of family (hospitalization stigma), and improve parental understanding and acceptance of their own and children's social roles. Advantages of multiple family counseling were: families could compare themselves to other families, activities allowed for family unit as well as individual member participation, behavioral insights were shared, social relationships were established by families, and ex-patients developed an understanding of their parents. (NG)

ABSTRACT 21696

EC 02 1696 ED 035 113
Publ. Date Mar 66 772p.
Pronovost, Wilbert
The Speech Behavior and Language Comprehension of Autistic Children. A Report of Research.
Parents' School For Atypical Children, Chatham, Massachusetts
National Institutes Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; autism; emotionally disturbed; case studies (education); psychotherapy; play therapy; individual characteristics; clinical diagnosis; family relationship; medical case histories; behavior problems; language handicapped; medical evaluation; self care skills; retarded speech development; residential programs; institutionalized (persons); language patterns; family problems

Thirteen institutionalized children from 4 1/2 to 14 years old, diagnosed as autistic, atypical, or childhood schizophrenic, were observed for three years to obtain a detailed description of their speech and language behavior. Case histories were assembled from available medical and psychological data. During a program of experimental relationship therapy, controlled observations were conducted to evaluate each child's linguistic functioning. Although case studies constitute the main contribution of the research, additional findings were as follow: there was a high incidence of first born males of Jewish parents of relatively high socioeconomic status; severe family disorganization had occurred in seven of the 12 families; prior to residential placement the children had a wide range of diagnoses; many atypical medical signs were present in the children's birth histories and later diagnoses; there was a significant correspondence between reports of their behavior during the study and reports made previously by other case workers; the majority of the children exhibited indifference, unresponsiveness, minimal or no speech, stereotyped or ritualistic behaviors, hyperactive behavior, and eating and sleeping problems. Observations of speech and language suggested central nervous system dysfunction and the language deficits persisted despite the relationship therapy. (JB)

ABSTRACT 21983

EC 02 1983 ED 035 997
Publ. Date 68 89p.
Rosen, Beatrice M. And Others
Analytic and Special Studies Reports; Utilization of Psychiatric Facilities by Children: Current Status, Trends, Implications. Mental Health Statistics, Series B, Number 1.
National Institute Of Mental Health, Bethesda, Maryland, Public Health Service
EDRS mf
PHSP-1868
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.75).

Descriptors: exceptional child services; emotionally disturbed; psychiatric services; incidence; family (sociological unit); geographic location; psychiatric hospitals; mental health clinics; hospitalized children; age groups; racial composition; sex differences; etiology; state programs; facility utilization research; suicide; statistical surveys; referral; institutionalized (persons); Maryland; Louisiana

Data are presented concerning the total number of children served in psychiatric facilities and the utilization of specific facilities, including outpatient psychiatric clinics, state and county mental hospitals, private mental hospitals, inpatient psychiatric services of general hospitals, psychiatric day-night services, private psychiatric practice, and community mental health centers. Special studies on utilization trends are provided in the fields of services in small geographical areas and the relationships of household factors to patterns of care for mental illness. Additional data describe the use of nonpsychiatric resources. The following are also discussed and their implications considered: sex differences, differences in utilization patterns among psychiatric facilities, patterns of living arrangements and household composition, suicide, impact of federal and state programs on patterns of care and length of stay in inpatient facilities, and current and projected mental health program needs. (RD)

ABSTRACT 22002

EC 02 2002 ED 036 015
Publ. Date 68 27p.
Novak, Arthur L.; Van Der Veen, Ferdinand
Family Concepts and Emotional Disturbance in the Families of Disturbed Adolescents with Normal Siblings.
Institute For Juvenile Research, Chicago, Illinois
Illinois State Department Of Mental Health, Chicago
EDRS mf,hc
RR-V5-N3
Research Program In Child Development, 232 East Ohio Street, Chicago, Illinois 60611.
Based On A Paper Presented At The 1968 Annual Convention Of The American Psychological Association.

Descriptors: exceptional child research; emotionally disturbed; adjustment (to environment); family environment; perception; family relationship; parent attitudes; family attitudes

To investigate the hypothesis that the degree of disturbance shown by a child is a function of his perception of family adjustment, two groups of 13 families each were studied. Subjects were adolescent patients, normal siblings, parents, and a normal control group of adolescents and parents. Perceptions of the family and ideal family were obtained on the Family Concept Q Sort. Patients were significantly lower than their siblings on perceived family adjustment and satisfaction while normal siblings did not differ significantly from normal controls. Parents of patients scored lower than parents of normal controls. Clinic parents both saw the family as unrelaxed; they perceived involvement and sociability but not an effective or interpersonally satisfying social unit. (Author/RJ)

ABSTRACT 22057

EC 02 2057 ED N.A.
Publ. Date 68 276p.
Jackson, Don D., Ed.
Therapy; Communication, and Change.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 74306.

Descriptors: behavioral science research; emotionally disturbed; psychotherapy; behavior theories; psychosis; family counseling; family relationship; schizophrenia; communication problems; psychopathology; mental illness

In the second volume on human communication, papers are presented regarding psychotic behavior and its interactional contexts in the areas of schizophrenic symptoms and family interaction, the biosocial integration of behavior in the schizophrenic family, acute psychosis as a manifestation of growth experience, and communication and schizophrenic behavior. The interactional contexts of other behavior are treated by the marital context of an anxiety syndrome, psychogenesis in asthma, and an interactional explanation of hypnosis. Interactional views and reviews of psychotherapy include psychoanalytic education in the communication processes, transference, interactional psychotherapy, and control in psychotherapy with schizophrenics. The concept of conjoint family therapy is treated extensively by six papers. (RD)

ABSTRACT 22058

EC 02 2058 ED N.A.
Publ. Date 68 289p.
Jackson, Don D., Ed.
Communication, Family, and Marriage.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: behavioral science research; emotionally disturbed; schizophrenia; psychology; family relationship; psychopathology; mental illness; marriage; human relations; research methodology; behavior theories; parent attitudes; psychosis; communication problems

In the first volume on human communication, early generalizations from clinical observations by Don D. Jackson are presented regarding the concepts of family homeostasis, guilt and the control of pleasure in schizoid personalities, and the importance of trauma in the genesis of schizophrenia. Papers by various writers are provided on the double bind theory, while the aspects of communica-

tion, systems, and pathology are treated in the areas of patient and therapist observations on the circumstances of a schizophrenic episode, letters of mothers of schizophrenics, an interactional description of schizophrenia, a presentation of a model family, and some varieties of pathogenic organization. Papers regarding research approaches and methods include assumptions in recent research on schizophrenia, a method of analysis of a family interview, methodology for studying family interaction, and a discussion of family experiments. (RD)

ABSTRACT 22115

EC 02 2115 ED 024 070
Publ. Date Sep 68 14p.
Wold, Carl I.
Some Syndromes Among Suicidal People: The Problem of Suicide Potentiality.
American Psychological Association, Washington, D. C.
EDRS mf,hc
Paper Presented At The American Psychological Association Convention (San Francisco, California, August 30 Through September 3, 1968).

Descriptors: exceptional child research; emotionally disturbed; suicide; behavior patterns; psychological characteristics; research projects; adjustment problems

An on-going research project at the Los Angeles Suicide Prevention Center is attempting to describe the potential suicide. Comparisons on a rating scale were made among patients who commit suicide and a random sample of case histories from the coroner's office. Approximately 10 syndromes or subgroupings of people who commit suicide have been identified. Of these syndromes, two are discussed in detail. The Down-and-Out syndrome includes those whose lives have followed a downhill course and who are at the end of their resources. The I-Can't-Live-Without-You group includes passive, dependent people who have suffered a loss of an important person. Neither of these syndromes is notable for previous suicide attempts or particular to men or women. (NS)

ABSTRACT 22146

EC 02 2146 ED N.A.
Publ. Date 70 321p.
Roff, Merrill, Ed.; Ricks, David F., Ed.
Life History Research in Psychopathology.
EDRS not available
University Of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55414 ($10.00).

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; medical case histories; family relationship; psychological studies; psychopathology; family background; human development; developmental psychology

Presented are 14 papers dealing with such topics as problems in life history research, family and symptom patterns which precede schizophrenia, breakdown factors in children at high risk for schizophrenia, experiential differences between sibling schizophrenics and nonschizophrenics, a life history research strategy using computer processing techniques, and life history differentia of five psychotic types. Other discussions concern drug effects, followups on test eight of the Minnesota Multiphasic Personality Inventory, intellectual antecedents of schizophrenia, a comparison of childhood characteristics and personality disorders between schizophrenics and their siblings, antecedents of character disorder, life history factors relating to adult maladjustment, and life history research in psychopathology. (JM)

ABSTRACT 22350

EC 02 2350 ED N.A.
Publ. Date 69 944p.
Sankar, D. V. Siva, Ed.
Schizophrenia: Current Concepts and Research.
EDRS not available
PJD Publications Ltd., Box 581, Hicksville, New York 11802.
Based On Papers Delivered At A Symposium On Schizophrenia: Current Concepts And Research (New York, New York, November 14-16, 1968).

Descriptors: exceptional child research; emotionally disturbed; schizoprhenia; medical evaluation; evaluation methods; medical treatment; psychiatry; psychotherapy; psychopathology; biochemistry; clinical diagnosis; conference reports; medical research

The lengthy volume presents papers from a symposium on the current concepts and research on schizophrenia held in New York in 1968. Topics include almost a total range of schizophrenic studies from its pathogenesis through many medical treatments for its cure to further research needs. The speeches are basically research, some of which are quite technical. (JM)

ABSTRACT 22413

EC 02 2413 ED N.A.
Publ. Date 65 186p.
Speers, Rex W.; Lansing, Cornelius
Group Therapy in Childhood Psychosis.
EDRS not available
University Of North Carolina Press, Chapel Hill, North Carolina 27515 ($6.00).

Descriptors: exceptional child research; emotionally disturbed; psychotic children; preschool children; psychotherapy; group therapy; parent role; parent child relationship; case studies; program descriptions

Presented is an interim 4 year report of a group therapy project with five preschool psychotic children. Included are case histories of the children and their parents, descriptions of the children's mothers' and fathers' therapy groups plus the correlations between the mother and children's groups. Other areas reported are the therapeutic propositions, the symbiosis and psychotic ego of the child, the bad child versus good mother situation, and neurotic family interaction. Also discussed are the third and fourth years of children's therapy, that of their parents, and some results from a later project with younger children. (JM)

ABSTRACT 22433

EC 02 2433 ED N.A.
Publ. Date Oct 67 25p.
Hagen, John W. And Others
Cognitive and Linguistic Deficits in Psychotic Children. Study M: Development of Selective Attention Abilities.
Michigan University, Ann Arbor, Center For Human Growth And Development
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; cognitive ability; cognitive measurement; cognitive processes; elementary school students; language development; learning disabilities; mediation theory; psychotic children

Tasks involving several areas of cognitive functioning were given to 10 psychotic children and 30 normal children. Comparisons of performance were made between the two groups and also within the psychotic group. The dimension for differentiation was the psychotic children's varying degree of language facility. The psychotic children were classified into three language facility groups: functional, semifunctional, and nonfunctional. The cognitive abilities tested for were short term memory, discrimination, generalization, transposition, and discrimination reversal. They were chosen because they were significantly language-related or language-mediated. The results of performance on the cognitive functioning tasks showed that the normal children performed consistently better than the psychotic children, the language facility groups of the psychotic children differentiated their performance on the memory task involving a verbal cue, with the functional group performing best, and certain trends in the data suggest a relationship between language functioning and cognitive performance on the tasks investigated. (WD)

ABSTRACT 22781

EC 02 2781 ED N.A.
Publ. Date Sep 67 19p.
Sinnett, E. Robert; Niedenthal, Linda K.
The Use of Indigenous Volunteers in a Rehabilitation Living Unit for Disturbed College Students. Research Report No. 1.
Kansas State University, Manhattan, Student Health Service
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
Director Of Publications, Kansas State University, Manhattan, Kansas 66502.

Descriptors: exceptional child research; emotionally disturbed; college students; student volunteers; therapeutic environ-

ment; dormitories; peer relationship

Normal College student volunteers lived in a coeducational rehabilitation living unit with clients referred by counselors and psychiatric staff. Diagnostic categories in the group of 28 clients served in three semesters of the project were schizoid personality, schizophrenic, psychoneurosis, personality trait disturbance, and adjustment reaction of adolescence. During the project both volunteers and clients consistently ranked informal contacts with project members as first or second choice when choosing the most helpful type of assistance from five or six alternatives. Analysis of agreement among clients, volunteers, and combined groups yielded statistically significant coefficients of concordance (p less than .05). Counselors and psychiatric staff judged the living unit a significant resource for use with conventional services in helping seriously disturbed college students. (MS)

ABSTRACT 22807

EC 02 2807 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. And Others
Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.
California School For The Deaf, Riverside
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062422-0208
BR-6-2422

Descriptors: exceptional child research; aurally handicapped; behavior change; intervention; program descriptions; emotionally disturbed; deaf; academic achievement; parent education; interpersonal competence; programed instruction; manual communication; reinforcement

A pilot project involved 21 emotionally disturbed deaf boys, all of whom had had no success in regular school attendance and several of whom had been excluded. Objectives were to modify behavior and to teach basic skills and subject content, enabling the boys to return to regular classes for the deaf. Features of the program were a small staff-pupil ratio, application of behavior modification, engineered instruction, individualized self instructional curriculum materials, coordinated classroom and dormitory activities, manual communication and parent education. Results indicated significant changes in class conduct and self control and significant gains in reading and arithmetic. Parents were enthusiastic about changes in the child, but made no meaningful changes in their own personal dimensions. Of the boys, one returned to a psychiatric hospital and nine successfully returned to regular classes for the deaf. (Author/JD)

ABSTRACT 22852

EC 02 2852 ED N.A.
Publ. Date 66 63p.
Farnham-Diggory, Sylvia
Self, Future, and Time: A Developmental Study of the Concepts of Psychotic, Brain-Damaged, and Normal Children. Monographs of the Society for Research in Child Development, Serial No. 103, Vol. 31, No. 1.
EDRS not available
University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 ($3.00).

Descriptors: exceptional child research; minimally brain injured; emotionally disturbed; psychotic children; self concept; time perspective; objectives; death; expectation; self evaluation

Described is a study examining similarities and differences among brain-damaged, psychotic, and normal children on the following: the present self, time (duration and perspective, and the decision to wait), the future self (goals and plans, and growing), and the end of self. Theory, procedures, and results are discussed separately for each. Information is given on 24 brain damaged children, 24 psychotic children, and 48 normal children (matched to the nonnormal children) used as subjects and on the eight instruments used to obtain data. Results and statistical analyses are presented and discussed. (MS)

ABSTRACT 22883

EC 02 2883 ED 040 535
Publ. Date (69) 35p.
Allen, K. Eileen And Others
A Behavior Modification Classroom for Head Start Children with Problem Behaviors.
Washington University, Seattle, Child Development And Mental Retardation Center
EDRS mf,hc

Descriptors: exceptional child research; behavior problems; emotionally disturbed; behavior change; preschool programs; case studies (education); reinforcement; Head Start

A demonstration Head Start class enrolled 12 to 15 children with problem behaviors. The class utilized behavior modification procedures with individualized programing and natural contingencies. Favorable results were noted; three case studies presented concern an aggressively disruptive child, a severely withdrawn child, and a child whose total behavior repertoire consisted of bizarre and maladaptive behaviors which delayed the acquisition of basic motor, social, and verbal skills. (Author/JD)

ABSTRACT 23319

EC 02 3319 ED N.A.
Publ. Date Jul 70 14p.
Sprague, Robert L. And Others
Methylphenidate and Thioridazine: Learning, Reaction Time, Activity, and Classroom Behavior in Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P615-28 Jul 1970

Descriptors: exceptional child research; emotionally disturbed; drug therapy; learning processes; reaction time; hyperactivity; behavior change

Twelve emotionally disturbed underachieving boys in special education class served as their own controls in a three-factor study: drug (methylphenidate, thioridazine, and placebo), dosage (low and high), and number of stimuli displayed. Methylphenidate significantly increased correct responding, decreased reaction times and hyperactivity, and significantly increased attention and cooperative behavior in the classroom. (Author)

ABSTRACT 23320

EC 02 3320 ED N.A.
Publ. Date Jul 70 21p.
Watt, N. F. And Others
School Adjustment and Behavior of Children Hospitalized for Schizophrenia as Adults.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P637-57 Jul 1970

Descriptors: exceptional child research; emotionally disturbed; behavior; student adjustment; adults; prediction; schizophrenia; anti social behavior

Childhood public school records of 30 nonmigratory, hospitalized schizophrenic adults were compared with those of 90 matched control children presumed to have become normal adults. It was concluded that a substantial proportion of children destined to be schizophrenic as adults can be identified by their behavior in public school before they break down. (Author)

ABSTRACT 23541

EC 02 3541 ED N.A.
Publ. Date 67 25p.
Hawkins, Robert P.
The Public Classroom as a Behavioral Laboratory.
Kalamazoo Valley Intermediate School District, Michigan;
Western Michigan University, Kalamazoo
EDRS not available
Robert P. Hawkins, Special Education Department, 3506 Sangren Hall, West Michigan Avenue, Kalamazoo, Michigan 49001.
Paper Presented At The American Psychological Association Convention, Washington, D. C., September, 1967.

Descriptors: exceptional child research; emotionally disturbed; behavior change; operant conditioning; special classes; regular class placement

Behavior modification was used with emotionally disturbed children in both regular and special classrooms. Baseline behavior was recorded and operant conditioning applied with social, edible, and token reinforcement being offered. In the special class, a work-contingent play scheme and individualization of assignments were used. In the regular class, an experimenter sat with the child and gave reinforcement and academic help. Improved behavior resulted during experimental phases. (JD)

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